INCREASING DESCRIPTIVE PARAGRAPH WRITING SKILL
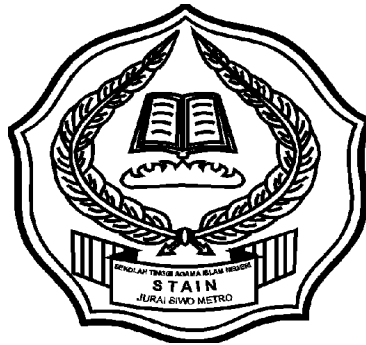# THROUGH BRAINSTORMING TECHNIQUE
IN MTs MUHAMMADIYAH METRO PUSAT

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ENGLISH EDUCATION STUDY PROGRAM

STATE ISLAMIC COLLAGE

(STAIN) OF JURAI SIWO METRO

1433 H/2012

INCREASING DESCRIPTIVE PARAGRAPH WRITING SKILL
THROUGH BRAINSTORMING TECHNIQUE
IN MTs MUHAMMADIYAH METRO PUSAT

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

in English Education Study Program

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PENINGKATAN KETERAMPILAN MENULIS PARAGRAP DESKRIPTIF MELALUI TEKNIK BRAINSTORMING DI MTs MUHAMMADIYAH METRO PUSAT

ABSTRAK

OLEH :
MAHARANI PATAMA MR

Keterampilan menulis paragrap deskriptif merupakan ketrampilan siswa dalam membuat paragrap deskriptif. Ini merupakan keterampilan yang sangat baik, karena melalui keterampilan ini siswa mampu mengeksplorasi ide-ide mereka dalam secarik kertas. Ini semua disebabkan oleh beberapa masalah, seperti: guru tidak memiliki banyak variasi dalam mengajar keterampilan menulis, siswa mengalami kesusahan dalam mengembangkan keterampilan menulis paragrap deskriptif, siswa tidak tertarik belajar bahasa inggris, dan lain-lain. Oleh karena itu, untuk meningkatkan keterampilan menulis siswa, peneliti menggunakan teknik brainstorming dalam proses pembelajaran.

Penelitian ini bertujuan untuk mengetahui tingkat keterampilan menulis siswa dan mencari tahu peningkatan keterampilan menulis melalui latihan merangkai paragraph melalui teknik brainstorming di MTs Muhammadiyah Metro Pusat. Ini merupakan penelitian tindakan kelas dengan subyek penelitian ini adalah siswa dari kelas VIII di MTs Muhhammadiyah Metro Pusat. Dan peneliti meminta Ibu Heni Enayati, S.Pd sebagai kolaborator dalam penelitian ini. Kemudian, untuk mengumpulan data, peneliti menggunakan: tes (pre-tes dan post-test), observasi, dan catatan lapangan. Sedangkan untuk menganalisis data, peneliti menggunakan deskriptif deduktif.

Hasil nilai rata-rata dari pre-tes dan post-test menunjukan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-tes = 62.714, dan di post-tes I = 66.8, telah terjadi peningkatan sebesar 4.086 poin. Kemudian, nilai rata-rata pada post-tes II = 72.914. juga telah terjadi peningkatan sebesar 6.114 poin dari pada pos-test I. Sedangkan, persentase siswa yang lulus pada pre-test = 22.857 %.dari total keseluruhan siswa, dan pada post-test I = 45.714 %., dan kemudian, pada post-test II = 85.714 % siswa yang mampu lulus ujian. Berdasarkan hasil diatas, itu dapat disimpulkan bahwa penggunaan teknik brainstorming dapat meningkatkan keterampilan menulis paragrap deskriptif. Teknik ini membuat siswa tertarik dan termotivasi dalam proses pembelajaran. Sehingga, mereka merasa santai dalam mengerjakan tugas. Dan, ini juga membuat mereka lebih mudah dalam mengerti materi pembelajaran.

INCREASING DESCRIPTIVE PARAGRAPH WRITING SKILL
THROUGH BRAINSTORMING TECHNIQUE
IN MTs MUHAMMADIYAH METRO PUSAT

ABSTRACT

BY
MAHARANI PATAMA MR

Descriptive paragraph writing skill is a skill of the student in making descriptive paragraph. It is skill that's very well, because by this skill, students are able to exploring their ideas in a paper. Moreover, students are often seeing problems to mastering this skill. It caused by several problems, such as: teacher have not many various technique to teach writing skills, the students have difficulties to developing their descriptive paragraph writing skill mastery, the students uninteresting in studying English, and etc. Therefore, to increase their descriptive paragraph writing skill, the researcher used brainstorming technique in learning process.

This research was aimed to know the level of writing skill and to finding out the increasing writing skill in making descriptive paragraph through the brainstorming technique in MTs Muhammadiyah Metro Pusat. It was Classroom Action Research (CAR) with the subject of this research is the students of VIII graders in MTs Muhammadiyah Metro Pusat. And the researcher asked Mrs. Heni Enayati, S.Pd as the collaborator in this research. Then, to collecting data, the researcher uses: test (pre-test and post-test), observation, and field notes. While, to analyzing the data, the researcher used deductive descriptive.

The average result score of pre-test and post-test shows that there is progressing score. The average score at pre-test = 62.714, and in post-test I = 66.8, it was increase 4.086 point. And then, the average score at post-test II = 72.914 It was increase 6.114 point better than post-test I. While, the percentages of the student's pass at pre-test = 22.857 %.of total students, and at post-test I = 45.714 %, and then, at post-test II = 85.714 % students who are able passed the exam. Based on the result above, it can be said that brainstorming technique can increase descriptive paragraph writing skill. This technique makes the students are interested and motivated in the class. So that, they are felt so enjoy to doing the task. And, It also makes them easier in studying the materials.

ORISINALITAS PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : MAHARANI PATAMA MR

Npm : 0844337

Program studi : Pendidikan Bahasa Inggris (PBI).

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Februari 2013

MAHARANI PATAMA MR
NPM. 0844337

MOTTO

Al Qalam : 1

ن وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۝

Nun. By the Pen and the (Record) which (men) write,-

DEDICATION PAGE

This piece of work's dedicated to:

My beloved husband, Agus Suparman. And to all my sons, Kiyan, Alm. Putra, and Azzamy. I do love you.

My beloved parents, (Alm. M. Marsyidie and Muthohiroh), and my beloved sister (Yanti, Murti, and lala) and also my beloved brother (Anto, Hari, Yoyon, and Nanang). Thanks for your love, praying, supporting, until finished this paper

My best friends, (Heni, Aning, Nurul, Eva, and Ensi). Thanks for your support and help.

My beloved lectures in STAIN Jurai Siwo Metro.

The Headmaster and teachers of MTs Muhammadiyah Metro.

My beloved almamater State Islamic College (STAIN) Jurai Siwo Metro.

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems.

This thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Study Program, entitled: "Increasing the Descriptive Paragraph Writing Skill through Brainstorming Technique in MTs. Muhammadiyah Metro Pusat".

The researcher would like to express his gratitude to sponsor; Dra. Ida Umami, M.Pd., Cons., and to the co-sponsor; J. Sutarjo, M.Pd, who have sincerely guided the researcher to accomplish this thesis in time. The researcher also does not forget to appreciate all helps and supports from the lecturers of English Education Study Program, Staff of Tarbiyah Department.

Finally, the researcher realizes that this thesis is nearly imperfect. At last, he hopes that the result of the research will give significant contribution in teaching learning of English language in MTs. Muhammadiyah Metro Pusat.

Metro,   February 2013
The researcher,

Maharani Patama MR
NPM. 0744337

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INTRODUCTION

A. Background of the Study

Indonesia as a country that assumed English as a foreign language has been given their attention by taking English as a compulsory subject that must be mastered by the student in every level. The students must be able to mastering English in order to face the development of science and technology in globalization era.

The mastery of English language has meaning that we acquire four basic language skills such as; listening, speaking, reading and writing. While writing is the last skill that mentioned on all the text of language skill but it is not the least, because writing is the basic skills. Writing skills is very important as well as speaking skills. Because it is not only a combination of systematically words, but also it as a process of expressing ideas or thoughts in words.

Based on the experience, there are many English teachers found the difficulties to teach their students, especially in teaching writing. Teacher must determine the appropriate strategies for teaching writing, like; choosing an appropriate technique, media, the materials, and so on. One of the strategies to teaching is choosing the suitable technique. The researcher chosen brainstorming technique to increase the student's writing skills in MTs Muhammadiyah Metro Pusat.

Some problems has appeared at the eight graders of MTs Muhammadiyah Metro Pusat, such as; (1) The teacher feels confuse to teaching english materials, especially in writing skill, (2) The students feels so hard to developing their mastery to making a paragraph, (3) The students are bored with the learning process in the classroom. Based on the pre-survey on 16 July 2012, the researcher got data, as follow:

Table 1.

Scores of the student's test

No.	Score	Categories	Frequency	Percentage
1.	80 – 100	High	2	5.71 %
2.	65 – 79	Fair	10	28.57 %
3.	0 – 64	Low	23	65.71 %
	Total		35	100 %

Based on the data above, according to it can be explained that the level of writing skills among 35 students, there are 65.71 % of the students who got low categories, and there are 28.57 % of the students who got fair categories, while there are 5.71 % who got high categories. Based on the KKM (Criteria of Mastering the Material), there are 12 students who passed the examination.

Based on the explanation above, the researcher conducted the research entitle "Increasing the Descriptive Paragraph Writing Skill through Brainstorming Technique at Eight Graders of MTs Muhammadiyah Metro Pusat in academic year 2012 / 2013".

B. Problem Identification

Based on the background above, it can be identified as follows:

1. The teacher did not have many various techniques to teach descriptive paragraph writing skill.

2. The students have difficulties to developing their descriptive paragraph writing skill mastery

3. The students uninteresting in studying English.

C. Problem Limitation

Based on the identification of the problems above, the researcher focused on the Increasing the Descriptive Paragraph Writing Skill through Brainstorming Technique at the Eight Graders of MTs Muhammadiyah Metro Pusat in academic year 2012 / 2013.

D. Problem Formulation

Based on the background above, the writer formulates the problem as follow: "Can brainstorming technique increase the descriptive paragraph writing skill at eight graders of MTs Muhammadiyah Metro Pusat in academic year 2012/2013?"

E. Objective of the Study

This research is aimed to know:

1. The level of the descriptive paragraph writing skill at eight graders of MTs Muhammadiyah Metro Pusat in academic year 2012 / 2013.

2. The increasing of descriptive paragraph writing skill through brainstorming technique at eight graders of MTs Muhammadiyah Metro Pusat in academic year 2012 / 2013.

F. Benefits of the Study

1. For the school

To give information concerning whether brainstorming technique can be implemented in school to increase the descriptive paragraph writing skill.

2. For the teacher, to give:

   a. Informations about how to increase the descriptive paragraph writing skill.

   b. Informations about brainstorming technique.

3. For the students

   a. To increase writing skill of the student's MTs Muhammadiyah metro Pusat.

   b. To give information to them about how to increase their the descriptive paragraph writing skill

   c. To motivate the students to mastering of writing skill.

CHAPTER II

LITERATURE REVIEW

A.   Theoretical Description

The mastery of writing skills of English is the mainly priority for many foriegn language learners in Indonesia. Consequently, language learners often evaluate their success in language learning process as well as the effectiveness of their English learning on the basis of how much they have improved in their writing skills.

The teacher must be having various techniques to teach their students. There are several techniques that able to use by teacher in the class, one of them is brainstorming technique. This technique is expected to develop the student's writing skills, especially on descriptive paragraph writing skill.

The following review cover theories of descriptive paragraph writing skill and brainstorming technique, Procedures of Teaching descriptive Paragraph through Brainstorming Technique. All about that's topic would be discuss more clearly as below:

1. Descriptive Paragraph Writing Skill

Descriptive paragraph is one of several writing skills that always come and taught in every semester. It makes the researcher are interested to develop In this session, the researcher would be review this concept of writing skill, , concept of descriptive

paragraph, process of descriptive paragraph writing skill, assessment of writing skill, and etc. All of them would be discussed more clearly as below:

a. Concept of Descriptive Paragraph Writing Skill

Descriptive paragraph writing skill contained of 4 words those are:

1) Descriptive

According to oxford English dictionary, descriptive is describing or classifying without expressing judgment.[1] It means that descriptive is to describe a topic by retell the subject perfectly.

2) Paragraph

According to Thornbury, paragraph is a way of organizing written texts into a sequence of topic-related sentence.[2] It means that paragraph is a combination of word that contain subject, predicate, and object.

3) Writing

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of reader.[3] Barli States that "In principle, to write means to try to produce or reproduce written message.[4] While Brown states that "Writing is simply the graphic representation of speakers. And

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[1] A S Hornby, *Oxford Advanced Learner's Dictionary, Six Edition,* (New York: Oxford University Press, 2003), p.1889
[2] Scott Thornbury, *An A-Z of EL.*Macmillan Books for Teacher.1992
[3] Sanggam, Siahaan, *The English Paragraph*. Graha Ilmu, Yogyakarta, 2008.p.2
[4] Bram Barly, *Write Well*. kansius, Yogyakarta, 1995.p.7

that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.[5] Furthermore, Siahaan said that "Writing is a psychological activity of the language user to put information in the written text".[6]

According to Brown, "How is writing like swimming? Human being universally learn walk to walk, but the swimming and writing are culturally specific, learner behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of literate society and usually only if someone teaches us.[7]

Based on the explanation above, writing is a process in communication, which uses a conventional graphic system to convey a message to a reader that should be learnt. We need to learn swimming and writing because it cannot mastery naturally. In this process, in order to have skill of writing someone should know the steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some other related to one another. It is also important that communication will be successful if the readers understand what the message means because writing is drawing the graphic symbols that people can understand.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In order to attain the purpose, the writer should be able communicate her ideas or thought into the written language clearly, so it can be understood by the reader.

Conclusion, writing is very important to develop the students' performance in English because writing is one of the main parts in English. Writing is an activity of

[5] Douglas H Brown, *Teaching By Principles*, San Francisco state University san Francisco:,2001, P.335
[6] Sanggam Siahaan, *Issues in Linguistics*. Graha Ilmu Yogyakarta, 2008.p.215
[7] Brown, *Op.Cit*.,p.334

using language in written text consisting of sentences or clauses or even only phrase to express thoughts to the reader in written form. So that it will be easily understood by the reader.

When considering how people life, we need to consider the similarities both are productive and active skill. But teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluate directly by the listener, but in writing the writer might have enough time to express the idea in written form.

Harmer states that "Writing as a skill by far the most important reason for teaching writing, of course is that it is a basic language skill, just as important as speaking, listening and reading. Students needs to know how to write letters, how to put written reports together, how to reply to advertisements-and increasingly, how to write using electronic media. They need to know some writing's special conventions (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately." [8]

In addition to teaching writing there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement and coherence. Teaching writing means that teaching language performance and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

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[8] Jeremy Harmer, *How To Teach English*. Longman, Malaysia,2001.p.79-80

Thus, teaching writing can develop students' performance in writing. They can organize their ideas into written form. Then teacher must guide the students to be able to express their skill of writing well.

4) Skill

Several source mention the definition of skill, such as; Skill is "an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills)."[9] It means that skill is a person ability which acquired them by complex process.

According to oxford advance learner's dictionary state that skill is "the ability to do something well."[10] In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

Based on the explanations above, it can be inferred that descriptive paragraph writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed of making some paragraph that describe a topic.

b. Assessment

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[9] http://www.businessdictionary.com/definition/skill.html#ixzz1jhJZuJ00

[10] A S Hornby, *op . cit.,* p. 1255.

According to Harris, there are five general components to assessment of writing, they are:

(1) Content : The substance of the writing; the ideas expressed

(2) Form : The organization of the content

(3) Grammar : The employment of grammatical forms and syntactical patterns

(4) Style : The choice of structures and lexical items to give a particular tone and flavor to the writing.

(5) Mechanic : The use of the graphic conventions of the language.[11]

From the description above, the writing process as commonly conceived is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistic.

2. Brainstorming Technique

Brainstorming is very popular techniques in teaching language that can help students generate creative solutions for their problem. Brainstorming established patterns of thinking, so that students can develop new ways of looking at things. It also helps you overcome many of the issues that can make group problem-solving a sterile and unsatisfactory process.

a. Concept of Brainstorming Technique

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[11] David, Haris, *Testing English As Second Language*, Me, Graw Hill inc, New York, 1969,p.68-69

Process writing approaches tend to be framed in three stages of writing. The prewriting stages encourages the generation of ideas.[12] Brainstorming is a type of prewriting that allows you to explore many ideas as soon as they occur to you.

According to Brown, "… is a useful technique in writing because it permits you to an approach a topic with an open mind."[13] In other words, brainstorming is a writing technique that invites the students think an idea then the students can explore that's ideas well.

Frame the brainstorming technique in terms of prewriting, drafting, and revising stages:

1) Prewriting is a technique to generate ideas: it should be used as a beginning, as an initial exploration of the ideas that you have topic. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. Of course, these elements of writing are important.[14]

2) Drafting is putting ideas down in some rough form. A first draft is generally messy and repetitive and full of mistakes and that's just fine. The purpose of a rough draft is to capture ideas and supporting details, not compose a perfect paragraph or essay on the first attempt.[15]

3) Revising is hanging and rewriting a draft to make it better. In this step, we respond to the needs of our readers by rearranging ideas and reshaping sentences to make clearer connections.[16]

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[12] Brown, *Op.Cit.*, p. 348
[13] Brown, p. 349
[14] Brown, p.350
[15] Bram Barli, *Loc.Cit.*
[16] Bram Barli, *Op.Cit,*.p.68

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a problem.[17] It means that brainstorming is a popular tool that helps you generate creative solutions to solve a problem. Brainstorming is probably the most effective of all the writing techniques because it helps the students think through their topics without having them judge what they write. Students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of.[18]

Brainstorming works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the barnstormers not only come up with new ideas in a session, but also spark off from associations with other people's ideas by developing and refining them.

In the brainstorming process, we write down every single thing that exists or comes into our minds. When brainstorming, we simply write down our ideas in phrases or in single words, not in complete sentences. The phrases or words can be verbs, nouns, adjectives, adverbs or other parts of speech.[19]

b. **Basic Rules in Brainstorming**

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[17] http://en.wikipedia.org/wiki/Brainstorming, November 26th 2010
[18] http://ezinearticles.com/?Writing-Techniques-For-Adult-ESL-Students&id=3448147, November 26th 2010
[19] Bram, *Op.Cit,*.p.64

According to Osborn states that there are four basic rules in Brainstorming, that are no criticism, welcome unusual ideas, quantity wanted, combine and improve ideas.[20] All of them would be discussed more clearly, as follow;

1) No criticism.

Criticism of ideas are withheld during the brainstorming session as the purpose is on generating varied and unusual ideals and extending or adding to these ideas. Criticism is reserved for the evaluation stage of the process. This allows the members to feel comfortable with the idea of generating unusual ideas.

2) Welcome unusual ideas

Unusual ideas are welcomed as it is normally easier to "tame down" than to "tame up" as new ways of thinking and looking at the world may provide better solutions.

3) Quantity Wanted

The greater the number of ideas generated, the greater the chance of producing a radical and effective solution.

4) Combine and improve ideas

Not only are a variety of ideals wanted, but also ways to combine ideas in order to make them better.

c. **Types of Brainstorming**

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[20] http://www.nwlink.com/~donclark/perform/brainstorm.html

Some experts mention that brainstorming has two kinds or types. That are brainstorming with a sticky note and brainstorming with a recorder.[21] All of them would be discussed more clearly as follow;

1) Brainstorming with a sticky note

The latter involves a sticky notes that used by the members of the group. It is in a summary form and easily seen by the viewer. The ideas have written on the whiteboard or paper. There are main idea, topic, sub topic. It shown on the spider web like:

types of music	technology	music education
rap classical	CD software	primary/secondary
country rock	MP3 acoustics	college/music major
jazz blues		private lessons

music

social issues		Famous artists
censorship sex		individual performers
violence drugs		bands
copyright		songwriters

	careers in music	
	music teacher reviewer	
	performer composer	
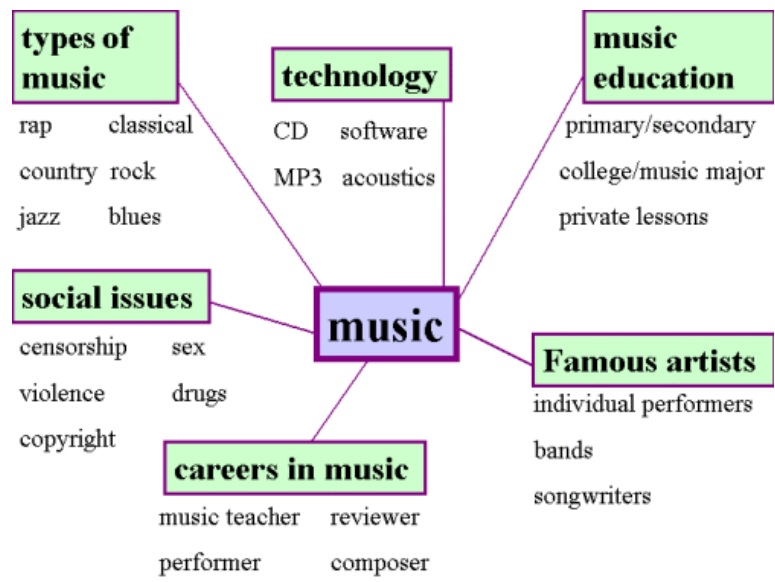
Brainstorming map

2) Brainstorming with a recorder

Brainstorming with a recorder needs a team leader to catch up all the ideas of the members and is responsible to write all the information to the board. Based from the above information, full participation of every member is a must.

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[21] http://www.startupbizhub.com/types-of-brainstorming.html

They must cooperate well for them to solve the problems in a short period of time.

d. Procedure of Brainstorming

Based on the actual source, that brainstorming aside from being challenging is also enjoyable.[22] Therefore, brainstorming is not just an activity. Absolutely, serves as a challenging situation which can eventually fasten their ways of thinking. In addition, students of the group may form a debate to form the best outcome. Some of the organizers of this activity formulate humorous set up to those who failed to win. Therefore, even if they keep on analyzing just to solve the problem, at the end of the activity, there is a reward and sanctions to the losers.

3. The Influence of Brainstorming Technique in Descriptive Paragraph Writing Skill.

Writing is usually considered as the most frustrating to master for the students who are learning English. This is also true for Junior High School. The students often feel discouraged to write a genre of this kind. Prior to the implementation of the study, a preliminary study was conducted. The preliminary study, which was set at MTs Muhammadiyah Metro Pusat, was aimed at determining the Junior High School students' actual difficulties, especially in writing descriptive paragraph. The result of the preliminary study shows that the students of MTs Muhammadiyah Metro Pusat have difficulties in writing descriptive Paragraph, particularly in terms of the content and organization. The result of the preliminary study also reveals one of the major problems

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[22] *Ibid*

the students have in writing is how to starting writing. This fact encouraged the researcher to focus on helping the students generate ideas.

Following a brainstorming technique learned from the writing process, first, at the planning stage, the teacher designed the lesson plans and instructional materials.

Ssecond, at the implementation stage, the teacher introduced the genre of topic descriptive paragraph. This activity required the teacher to provide a good sample of topic descriptive paragraph and explained the structure of it.

Concerning the technique of brainstorming, the teacher needed to introduce it as a pre-writing activity and give practice to the students in generating ideas through brainstorming.

Based on the description about brainstorming technique, that there are some words in a set of spider web. The students can explore their writing ability by brainstorming technique. It suitable for teaching writing in the topic descriptive paragraph.

B. Action Hypothesis

Based on the literature review above, the researcher formulates the hypothesis as follow:

"Can brainstorming technique increase descriptive paragraph writing skill at the eight graders of MTs Muhammadiyah Metro Pusat in academic year 2012/2013"

CHAPTER III

RESEARCH METHODOLOGY

A. Subject and Object of the Study

The subject of this research are the students of eight greaders of MTs Muhammadiyah Metro Pusat. And, this research is a collaborative research, it is caused by the researcher as a new teacher. Arikunto defines that collaborative research is a research which be done together by helping a friend.[23] so the researcher needs the collaborator, that is Mrs. Heni Enayati, S.Pd as the Collaborator of that class. Then, this research has been conducted in 35 students at the class on 16 July 2012. And then the researcher got more detail data as bellow:

Table 2

The object of the research

No.	Class	Sex		Total
		Male	Female	
1.	VIII. C	12	23	35
Total		12	23	35

Source : data students of IX C graders

While, the object of this research is the descriptive paragraph writing skill at eight graders of MTs. Muhammadiyah Metro Pusat.

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[23] Suharsimi Arikunto, et. al. *Penelitian Tindakan Kelas*, Bumi Aksara, Jakarta, 2007, P. 22.

B. Setting of the Study

Setting of this research in MTs. Muhammadiyah Metro Pusat. There are 18 of teachers, 9 officials, 1 security, and 1 office boy. The data more detail as follow:

1) Seventh Graders   : 68 Male

                                        : 55 Female

2) Eighth Graders   : 35 Male

                                        : 55 Female

3) Ninth Graders   : 39 Male

                                        : 66 Female

      Total   : 274 students[24]

C. Classroom action reseach (CAR)

Jean McNiff and Jack Whitehead state that "action research is a name given to a particular way of researching your own learning."[25] It means that action research is a way to investigate our learning process in the class. While according to suharsimi arikunto that "action research is a precision about teaching and learning process in class actions, which deliberately raised and occur together in a classroom."[26] It means that a study conducted by the teacher in his own class through self-reflection, in order to improve its performance as a teacher, so that student learning outcomes to be improved. In the classroom action research, the researcher would like to hold the research in three cycles. Between one cycle with the other has relationship. They are include planing, action, observation, and reflection. Such as :

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[24] Document of MTs Muhamadiyah Metro Pusat
[25] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, Routledge Falmer, London, 2002, P. 13
[26] *Loc. Cit.* p. 3.

Planning

Reflecting   Cycle 1   Action

Observation

Planning

Reflecting

Cycle II   Action

Observation

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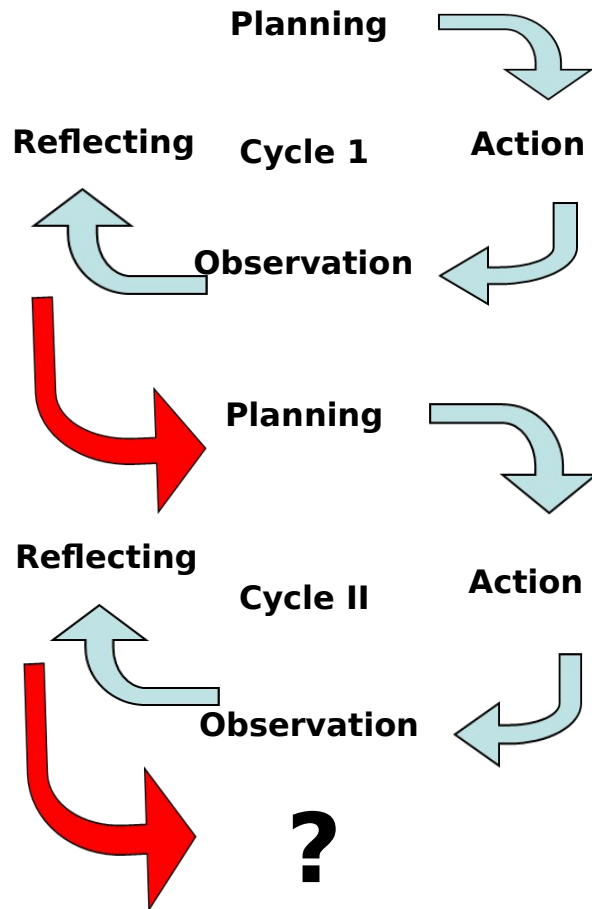
sequences of action-reflection cycles.[27]

The cycle of CAR (calssroom action research) are:

1. **Planing**

    Planing is the first step in each cycle. "The researcher explains about what, why, where, who, and doing action."[28] Without planing, this research will be not focus. Therefore, the function of planing is to be reference in every researcher activity. He or

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[27] *Ibid*, p. 18

[28] *Ibid*,

she must follows the planning that has made for succesfully this research. Here are the steps that can be researcher use to planning:

a) The reseacher identifies the problem and finds the problem solving.

b) The researcher prepares the material and technique of teaching.

c) The researcher prepares the source of learning.

d) The researcher prepares guidance to observe and evaluate.

2. **Action**

Action is the second step in every cycle. "action is the realization from the planning that the researcher has made."[29] In other words, action is the implementation that doing in the class after the researcher makes the planning. The researcher tries to implementing brainstorming technique in the teaching learning process.

Here are the steps that the researcher does in the class:

a) The researcher makes the situation of class more relax.

b) The researcher gives the material about one topic (text).

c) Motivating strategy. The point of this stage to low the effective filter between the teacher and the students.

d) Presentation. In this stage, I give explanation about descriptive paragraph and how to make a good sentence.

e) Skill practice. I asked the students to express their ideas about the difficulties of the lesson.

f) I asked the students about difficulties of the lesson.

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[29] *Ibid*, p.18

g) Assessment. I asked the students to make a good paragraph by using brainstorming technique.

3. **Observation**

Observation is the activity of recording the event and action. Based on the observation, the researcher determines wheter is there anything that the researcher has to be improve soon in order that action achieve the aim of the researcher wants. The researcher observes them in every activity.

4. **Reflection**

"The reflection is the last step that the researcher done. The researcher will try to see and muse again something that the researcher has done. It is also to know wheter there is effect to the students' learning process."[30] By reflection, the researcher wil know the strenght and the weakness from the action that the researcher has been done.

After comparing the score distribution of pre-test and post-test, the researcher review and reflect on the attitude and teacher performance wheter is positive or negative.

The procedure of the research are:

a) Decide the problem which appears in the subject of research.

b) Administering the pre-test to know students descriptive paragraph writing skill before doing the action research.

c) Selecting materials for the treatment.

d) Implementing the technique in the teaching learning process.

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[30] *Ibid*,. P. 19

e) Administering the pos-test to evaluate the result of action research and conducting the post assessment for the teacher.

f) Analyzing all the data.

g) Reflection on the whole cycle.

D. Data Collection Technique

The researcher will use data collection technique as follow:

1. Test

According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.[31] The researcher will use test in form pre-test and post-test.

a. Pre-test

The researcher administered pre test in the first meeting of the research in order to find out the initial differences between the individual who have similar level. The pre-test used in this research is in the form of descriptive paragraph writing skill test.

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[31] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* Second Edition , San Fransisco State University, 2001,p.384

The researcher uses essay question, for to know the studen's descriptive paragraph writing skill. It will be administered in written form by the teacher. The total number of items are 1 items with the value of each score is 100.

b. Post-test

This step will be done after the treatment to know the influence of the technique whether it is able to increase the student's descriptive paragraph writing skill. It will be held after they have gotten the treatment. Bot of pre-test and post-test are different.

The researcher uses essay question, for to know the studen's descriptive paragraph writing skill. It will be administered orally by the teacher. The total number of items are 1 items with the value of each score is 100.

2. Observation

Observation is used to know the teacher's performance (in teaching by brainstorming technique) and the student's participation in learning process.

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding of behaviour circumstance which is connected with organism based on the empiric purpose.[32]

3. The Field Note

To collect the data more accurately, the researcher uses the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make

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[32] Edi Kusnadi, *Metodologi Penelitian. (*Metro : Ramayana Pers dan STAIN Jurai Siwo Metro, 2008), p. 98

"field note" while actually engaged in profesional.[33] This note has been prepared systematically and given interpretation by the research.

E. Indicator of Success

1.   From aspect of process

Learning process can be said to be successful if it has fulfilled the conditions of which are:

a.   Learning process going to effectively

b.   The students are able to write many vocabularies.

c.   The students are able to make paragraph.

d.   The students are able to comprehend meaning of the text.

e.   The students are able to explore more ideas.

2.   From aspect of point

The result is matched by the minimum standard of descriptive paragraph writing skill in this class at least 6.5. If the result score of the students has been fulfilled more that 6.5, and 75% of the students has been passed, so the researcher can stop the research. But if there are some students not successful, and it's about less than 75% of the total students, so the researcher must continuo in cycle II. The minimum cycle in Classroom research Action is two cycles.

F. Data Analysis Method

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[33] Michael J. Wallace, *Action Research for language teachers*. (Cambridge University press, 1997) p. 57

The data will be conducted in each test by taking the average score of the pre-test and post-test furthermore to know the gain. Tabulating the result of the test, and finding the mean of the pretest and posttest of each student. The mean was calculated by applying the following formula:

$$\overline{X} = \frac{\sum x}{n}$$

note:

$\overline{X}$: average

$\sum x$: total of score

n : total of students[34]

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[34] Sudjono, *Metode Statistika*, (Bandung: Tarsito, 2002) p. 67

CHAPTER IV

RESEARCH RESULT AND INTERPRETATION

A.   **Research Result**

In this chapter, the researcher will be discussed the research result and interpretation of the research. The reseacher would be explained the profile of the school firstly as completing data of the research.

1.   **Profile of the school**

In this session, the researcher would like to discuss about history of the school, list of the teacher and staff, total of the students, structure of organization of the school, condition of the school.

a.   **History of the School**

Mts Muhammadiyah Metro Pusat has building up on 1 Agustus 1956 which has drafted on SK 660/1105/LP-56/1977 with the name PGA Muhammadiyah. The variably of MTs Muhammadiyah Metro Pusat happened on 1985 with no NSM: 21218020613 that legitimated by Departemen Agama. The haedmaster who has lead Mts Muhammadiyah Metro Pusat are :

1)   Muhammad Daud Sidiq, B.A.

2)   Retno Anwar, S.Pd.

3)   Surahyo, S.Ag.

4)   Sugiman, B.A.

5) Sukardi, S. Sos. I.

6) Andi Kurniawan, S.Pd.

b. Profile of the School

Table. 3

Profile of the School

Name of School	MTs. Muhammadiyah Metro Pusat
Address	Street of KH. Ahmad Dahlan No. 1 Metro
Municipality	Metro City
Province	Lampung
NSS	212 180 206 212
Large	5169 m2
Headmaster	Andi Kurniawan, S.Pd.

View point of MTs. Muhammadiyah Metro Pusat is materialized of alumnus that has certain character person worthy of deep esteem, adroitness, and good performance.

Academician of MTs. Muhammadiyah Metro Pusat are :

- Using believing and sincere as spirits of hassle

- Materialized alumnus that believing, adroitness, stand alone, and good performance.

- Sturdiness of teacher existence as guidance and good example.

c. Structure of Organization

Komite Madrasah	Kepala Madrasah Waka Kurukulum Waka Kesiswaan	Mapenda Kota Metro Majelis DikDasMen

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                                    ┌──────────────────┐
                                    │   Tata Usaha     │
                                    └──────────────────┘
  ┌─────────┬─────────┬─────────┬─────────┬─────────┬─────────┐
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│Lap.  │ │Perpus│ │Kompu-│ │ BK   │ │ IPM  │ │Ket.  │
│IPA   │ │      │ │ter   │ │      │ │      │ │Agama │
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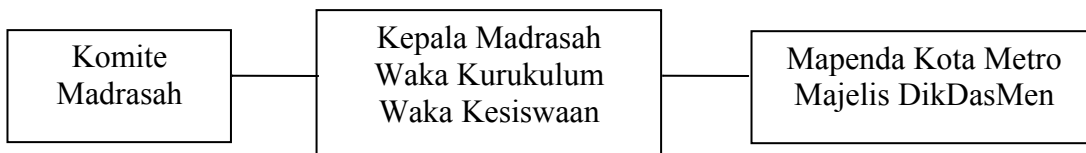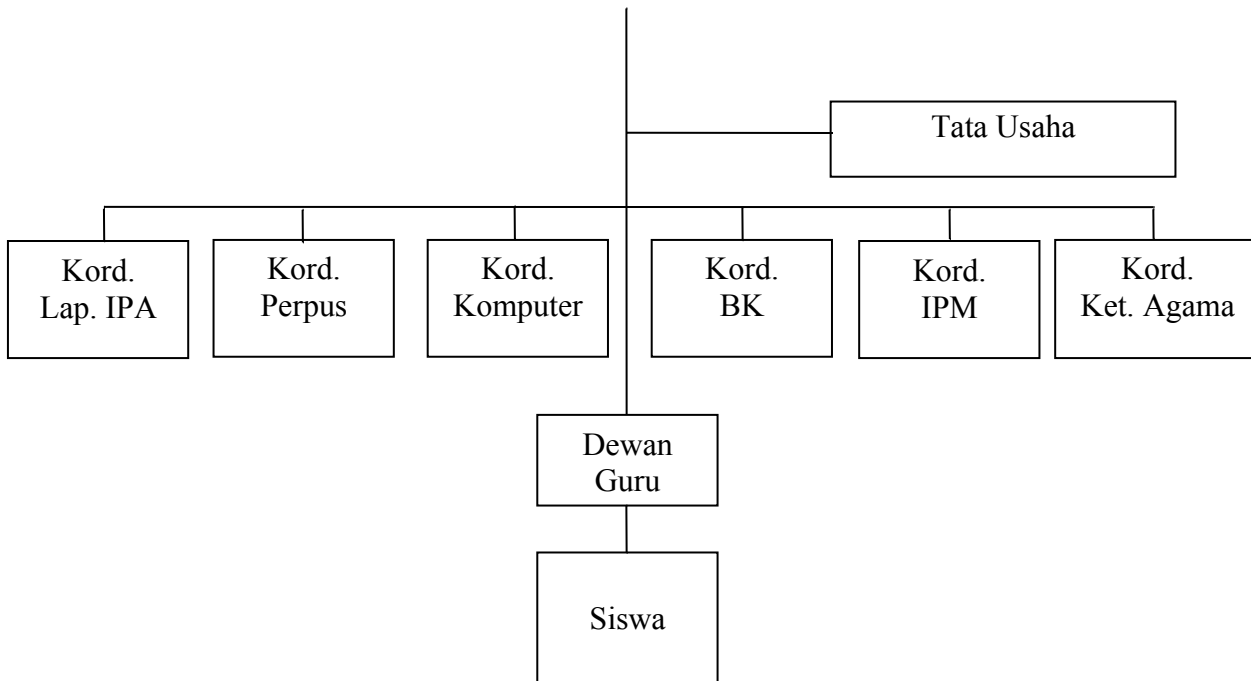
Structure organization of MTs. Muhammadiyah Metro Pusat

d. Achievement and Extracurricular Activity

1) IPM

2) MTs. English Club

3) Paskibra

4) Bulu Tangkis

5) Basket Club

6) Sepak Bola

2. Finding Description

The research conducted in two cycles and the research began from the cycle I was done on 29 January 2013, than cycle II was done on 12 February 2013. Both of cycle I and II would be discussed more clearly as follows:

a. **Cycle I**

Cycle I divided planning, action, observation, and reflection. Nevertheless, before the process of cycle I is done, the researcher conducted the pre-test score for to know the student's score early and it used as comparison score with post test.

Based on the result of pre-test score which has attachment on appendix page, the researcher got the student's score by summarizing score from every point. The researcher also got average score by summarizing total score of all students and divided it with the total students. In this pre-test, the total score are 2195 divided 35, so that the average score are 62, 714. The researcher was the highest score is 84 and the lowest score is 49. Based on the standard of KKM (Competence Minimal Standard), there are 8 students that able to pass the exam with score ≥ 70 with the percentage 22.857 %.

1) **Planning**

The first meeting was done on 29 January 2013. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a new teacher to the students by Mrs. Heni Enayati, S.Pd. At the day, the researcher has taken the student's pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the

researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

2) Action

The second meeting was done on 1 February 2013. It opened by praying, greeting, checking the attendance list and asking the condition of the students. The researcher as the teacher directly gave direction about procedure of Brainstorming technique and take topic about *"our school."*

The teacher asked to the students "what is the meaning of Brainstorming?" but there is no one students answer this question. The teacher guided students to comprehend the meaning of brainstorming by translating word by word. The teacher asked again about the meaning of brainstorming until they are understood about topic.

The teacher started to give explanations how to make good sentence and paragraph by easy. The teacher guided the students with make efforts in a certain direction to stay in the topic. The teacher writes a topic sentence in the classroom on whiteboard. The teacher asked to the students to find out some word that connected to the topic sentence time after time. When, the time was over the teacher gave them homework and close the class.

In the second meeting was done, 5 February 2013. This meeting was opened by greeting, praying, checking the attendance list and motivating the students.

The researcher will give breaking ice. The teacher asks about their homework that the teacher gave last meeting. Then, the teacher gave 10 minutes to discuss their homework. After they finished with their homework, the teacher began learning process with reviewing the last material. And then, the students tried to receive what teacher wants. The teacher asks the students to make a descriptive paragraph from the word they found. But, the teacher gives an example before the students start making their paragraph.

Learning process has gone well, the students receive the point that teacher wants. They are understood about how to make paragraph by brainstorming technique.

Time of learning process was over; the teacher gave them suggestion to practice this technique in home. The teacher also announces that next meeting would be test.

3) **Observation**

The researcher presented 2 meetings in cycle I. the researcher as the teacher given material about how to make descriptive paragraph by brainstorming technique. Some students felt so happy and enjoyable with the situation of classroom whenever there are some students make condition of the class be noise. They felt so easy to make paragraph by brainstorming technique. Here are the explanations of the result of the student's observation and post-test I score, as follow:

a) **Learning Process**

Based on the result score of student's observation sheet which attachment on appendix, it clasified category of the student's activity as follow:

Table. 4

Table of the result of student's activities

No.	Interval	Total	Percentages	Categories
1.	5	2	5.714 %	Excellent
2.	3 – 4	14	40 %	Very good
3.	1 – 2	19	54.286 %	Good
	Total	35	100 %	

Source : Table of the result of observation sheet I
Date : 1 February 2013

Based on table above, it can be inferred that the learning process has done well. It looked on there are 54.286 % of the students on good categories, and 40 % on very good categories, then 5.714 % on excellent categories.

b) **The Result Score of Student's Post-test I**

After treatment process has done on 1 February 2013. So that, the researcher taken the post-test score on 8 February 2013 for to know whether descriptive paragraph are able increased or not.

Based on the result of pre-test score which attachment on appendix, the researcher got the student's score by summarizing score from every point. The researcher also got average score by summarizing total score of all students and divided it with the total students. In this post-test, the total

score are 2338 divided 35, so that the average score are 66.8. The researcher was the highest score is 82 and the lowest score is 54. Based on the standard of KKM (Competence Minimal Standard), there are 16 students that able to pass the exam with score ≥ 70 with the percentage 45.714 %.

4) **Reflection**

In this step, the researcher concluded that cycle I has not achieved Competence Minimal Standard of the researcher yet. The teacher gives subject material well but some students do not active. Because, there are 54.286 % of the students were not active in the class. In drilling, researcher can not giving question to all students, only some students get chance to answer the teacher's question, so not all students can to try to express their ability. This was happened because of the limited time. The comparison of pre-test and post-test I score shown that enough satisfied.

Some problems that should revise are time allocation of teaching, student's motivation, and management class. The teacher felt so hard to managing the time in learning process. The management of class must be revised so that there is no students make a noise. Some students also still unfocused on learning process that make them have low score.

Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

b. Cycle II

Cycle II are similar with cycle I, it divided planning, action, observation, and reflection. It will explain more detail as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I is success, but the researcher did not satisfied. Therefore, the researcher and teacher tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan such as the material, media, task, and evaluation for the first meeting and time allocation.

2) Action

The implementation of this cycle was done on two meetings. This meeting was done on 12 February 2013. This meeting was opening by greeting, checking attendance list, and motivating the students.

The researcher as the teacher gives some topic which must choose by the student. The researcher hoped that the students would be understood and able to developing their skill through making descriptive paragraph from those topics.

The teacher tried to invite students; to making their sentence by descriptions a topic that teacher gave. It started from something around school are until the thing out there.

The teacher also gives a new condition, tried to make student comprehend descriptive paragraph by founding topic, subtopic on descriptive paragraph. When, the time was over the teacher gave them homework and close the class.

The second meeting is done on 15 February 2013; it opened by praying, greeting, checking the attendance list and asking the condition of the students. After that the researcher gave the some pictures. The researcher as the teacher compared brainstorming technique by using picture. The students are more enthusiasm with this meeting, because they know about writing descriptive through "brainstorming" technique. After that the researcher gave posttest to measurement how far the students have understood with this lesson and to increase descriptive paragraph writing skill through the "brainstorming" technique.

Time of learning process was over; the teacher gave them suggestion to practice this technique in home. The teacher also announces that next meeting would be test again.

3) **Observation**

In this step, the researcher presented two meeting in teaching descriptive paragraph through brainstorming technique by giving description text. In the first meeting, the teacher gave material and made the students enthusiasm. The material is given by funny situation so made the students interesting.

Based on the result of observation sheet on cycle II, the researcher indicated that learning process in cycle II are success. Then, the result score of post-test is very satisfied. Here are the explanations of it:

a) **Learning Process**

Based on the which attachment on appendix, it clasified category of the student's activity as follow:

Table. 5

The result of student's activities

No.	Interval	Total	Percentages	Categories
1.	5	10	28.571 %	Excellent
2.	3 – 4	19	54.286 %	Very good
3.	1 – 2	6	17.142 %	Good
Total		35	100 %	

Source : Table of the result of observation sheet II
Date   : 12 February 2013

Based on table above, it can be inferred that the learning process has done well. It looked on there are   17.142 % of the students on good categories, and 54.286 % on very good categories, then 28.571 % on excellent categories.

b) **The Result Score of Student's Post-test II**

After the treatment, the students are able to develop their speaking skill, it seen from the result score of post-test II that has been taken on 19 February 2013, the researcher were the highest score is 87 and the lowest score is 63, while the average score are 72.914. Based on the standard of

KKM (Criteria of Mastering the Material), there are 30 students that passed the exam with score $\geq$ 70 with the percentage 85.714 % in post-test II. It means that cycle II are success.

4) **Reflection**

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II is success. The researcher felt satisfied about the result of the research. It looked at 73.142 % students were active in the class. Beside it, 30 students passed the exam. In addition, it is 85.714 % of the total students. It means that the descriptive paragraph writing skill of the students has developed.

Based on the result above, the researcher concluded that this research is success and would be not continue in the next cycle.

B. **INTERPRETATION**

In this session, the researcher will be discussed the interpretation of the result of the research. The researcher would like to explained the result score by compairing the data, as follow:

1. **Student's Activities**

The student's activities data is gotten from the percentage of active students on observation sheet. The table improvement of it as follow:

Table. 6

Table of the Percentage of Student's Active in Cycle I and II

No.	Criteria	Cycle I	Cycle II	Increasing
1.	Student activity	89	128	39
2.	Percentage of active students	50.857 %	73. 142 %	22.285 %

Source : Table of the Result of Observation Sheet,
Date   : 19 February 2013

Based on the data above, it can be concluded that students felt comfortable with the learning process. Firstly, there are many students felt uncomfortable with the technique of the teacher use. It looked on the result of observation sheet when cycle I that are 89 with 50.857 %. In addition, the result of observation when cycle II are 128 with 73.142 %. So that there are increasing 39 with the percentage 22.285 %. Based on the data above, in can be concluded that there increasing significant on the students activity that brainstorming technique is very suitable for solve low writing ability.

2. The Result of Cycle I

In cycle I, English learning process has done successfully, whenever the student's average score is low. Nevertheless, there are an improvement score of the students post-test I than pre test score. This is the table of illustration score in cycle I, as follow:

Table. 7

Table of the Result Score of Student's Pre-test and Post-test I

No	Name	Pre-test Score	Post-test Score	Note
1	AA	61	64	Increase
2	AB	62	69	Increase
3	BB	78	80	Increase
4	BC	68	54	Down

5	CC	63	71	Increase
6	CD	62	64	Increase
7	DD	55	54	Down
8	DE	70	67	Down
9	EE	63	70	Increase
10	EF	50	62	Increase
11	FF	56	61	Increase
12	FG	70	72	Increase
13	GG	62	61	Down
14	GH	67	73	Increase
15	HH	70	63	Down
16	HI	62	64	Increase
17	II	61	73	Increase
18	IJ	59	64	Increase
19	JJ	60	69	Increase
20	JK	58	66	Increase
21	KK	84	82	Down
22	KL	51	57	Increase
23	LL	71	73	Increase
24	LM	61	69	Increase
25	MM	61	62	Increase
26	MN	54	62	Increase
27	NN	70	75	Increase
28	NO	80	82	Increase
29	OO	53	81	Increase
30	OP	49	76	Increase
31	PP	68	59	Down
32	PQ	58	80	Increase
33	QQ	58	78	Increase
34	QR	56	81	Increase
35	RR	64	77	Increase
Total score		2159	2338	Increase
Highest score		84	82	Down
Average		62.714	66.8	Increase
Lowest score		49	54	Increase
Student's pass		22.857 %.	45.714 %.	Increase

Source   : Table of the Result Score of Pre-test and Post-test I
Date   : 19 February 2013

Based on the data above, there are progress of lowest, and average score. The highest score are turn down from 84 to 82, then the lowest score progress from 49 to 54, and then we know that there is progress average score from 62.714 to 66.8. The standard of KKM (Criteria of Mastering the Material) is 70 and score < 70 have not reached. There are just only 8 students passed the exam with the percentage 22.857 % in pre-test score. While in post-test score, there are 16 students and 45.714% of the total students pass the exam.

Table. 8

Table of Score Distribution in Cycle I

No	Score	Explanation	Frequency	Percentages
1.	80 – 100	High	2	4 %
2.	60 – 79	Fair	21	60 %
3.	0 – 59	Low	12	36 %
Total			35	100 %

Source   : Table of the Result Score of Student's Post-test I
Date   : 19 February 2013

Based on the table of score distribution above, the result score did not satiesfied. The result score on pre-test shown that there is no students that got score more than 65. So, there is no students who passed that exam. But, in post-test I shown that there is an increasing score. There are 20 students who passed the exam. Therefore the reseacher taken a conclusion that cycle I is success.

3. **The Result of Cycle II**

In cycle II, process of teaching, and learning stay on climax situation, there are very grateful progresses of students. Here are the result score of student's pre-test and post-test I

Table. 9

Table of the Result Score of Student's Post-test I and Post-test II

No	Name	Post-test I	Post-test II	Note
1	AA	64	72	Increase
2	AB	69	79	Increase
3	BB	80	83	Increase
4	BC	54	77	Increase
5	CC	71	80	Increase
6	CD	64	74	Increase
7	DD	54	70	Increase
8	DE	67	64	Down
9	EE	70	79	Increase
10	EF	62	66	Increase
11	FF	61	73	Increase
12	FG	72	73	Increase
13	GG	61	63	Increase
14	GH	73	78	Increase
15	HH	63	63	Constant
16	HI	64	74	Increase
17	II	73	73	Constant
18	IJ	64	64	Constant
19	JJ	69	76	Increase
20	JK	66	71	Increase
21	KK	82	87	Increase
22	KL	57	76	Increase
23	LL	73	75	Increase
24	LM	69	73	Increase
25	MM	62	77	Increase
26	MN	62	73	Increase
27	NN	75	76	Increase
28	NO	82	82	Constant
29	OO	81	81	Constant

30	OP	76	84	Increase
31	PP	59	75	Increase
32	PQ	80	83	Increase
33	QQ	78	78	Constant
34	QR	81	80	Down
35	RR	77	78	Increase
Total		2338	2552	Increase
Highest score		82	87	Increase
Average		66.8	72.914	Increase
Lowest score		54	63	Increase
Student's pass		45.714 %.	85.714 %	Increase

Source : Table of the Result Score of Student's Post-test I and II
Date   : 19 February 2013

Based on the data above, there are progress of highest, lowest, and average score. The highest score are progress from 82 to 87, then the lowest score progress from 54 to 63, and then we know that there is progress average from 66.8 to 72.914. The standard of KKM (Criteria of Mastering the Material) is 70 and score < 70 have not reached. There are 16 students passed the exam with the percentage 45.714 % in post-test I score. While in post-test score, there are 30 students and 85.714 % of the total students pass the exam.

Table 10

Score Distribution of Cycle II

No	Score	Explanation	Frequency	Percentages
1.	80 – 100	High	8	22.857 %
2.	60 – 79	Fair	27	77.142 %
3.	0 – 59	Low	0	0 %
Total			40	100 %

Source   : Table of the Result Score of Student's Post-test II
Date   : 19 February 2013

Based on the table of distribution score above, the result score is very satiesfied. It looked on the result score of post-test I that shown there are 30 students who passed the exam. Therefore the reseacher taken a conclusion that cycle II is success.

4. **The Comparison of Pre-test and Post-test**

Based on the explanation above, it can be inferred that, there was an increasing of descriptive paragraph writing skill through brainstorming technique. There is progress from 62.714 to 66.8 and to 72.914. The researcher shows the graph of the result pre-test, post-test I and post-test II, as follows:

Graph 1
Graph of the Result of Pretest and Posttest
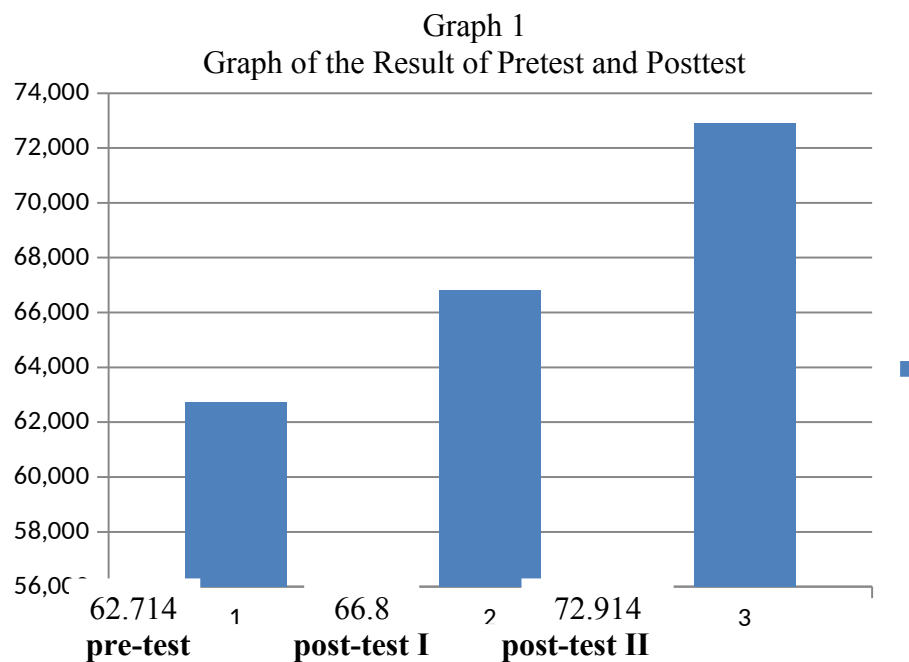
Source: Table of the Result Score of Student's Pre-test, Post-test I, and Post-test II
Date   : 19 February 2013

Based on the table above, it can be inferred that brainstorming technique can increase descriptive paragraph writing skill of the student. It looked there is an increasing score of the students. While the learning process going effectively. It

looks on, students focus on lesson, there are many students give feedback and interactive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the descriptive paragraph writing skill can be increased by applying brainstorming technique. Brainstorming technique can be used as an alternative way in learning process of writing. The student's activity in the implementation of cycle I and II was very active. It means that brainstorming technique can increase the student's activeness. The average student's activity in cycle I was 50.857 %, then increase to be 73.142 % in cycle II.

Brainstorming technique makes students be understood easily in descriptive paragraph writing skills. While, brainstorming technique is also able to develop descriptive paragraph writing skills score. It looked on the progressing of the average score in every cycle, the average score of pre-test was 62.714, and in cycle I was 66.8, while in cycle II was 72.914. Based on the data above it can be concluded that brainstorming technique can increase descriptive paragraph writing skills at eight grade of MTs Muhammadiyah Metro Pusat in academic year 2012/2013

B. Suggestion

51

Based on the some points s follows:

1. For the Teachers

   The teacher should choose the suitable technique in teaching English, especially in writing class. In order, the student can understand the material which teacher give if interested. Automatically, the student motivation in learning process can be improved and made them to try the best effort to accepting the material which taught by the teacher.

2. For The Students

   a.   Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

   b.   The students are suggested to improve their descriptive paragraph writing skill through brainstorming technique.

3. For the School

   The writer greatly expects that this study can give contribution for the school, such as a reference for further studies in learning writing skill and recommended to make further studies in applying brainstorming technique which is done by the teacher in learning descriptive paragraph writing skill. .

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Curriculum Vitae

The writer was born at Metro, June 8th, 1980. She is the sixth child of M. Marsyidie and Muthohiroh. Being good teacher and mother was the last thing she ever dreamt of.

Enrolling in kindergarten Bhayangkari in 1985-1986 made her ready to continue his study at SD Negeri 1 Metro. Indeed, sixth years had been a long journey to pass in SD Negeri 1 Metro Pusat since 1986-1992 while she had so many friends to leave. In line with his focus of the study, she decided to extend his study in SMP Negeri 2 Metro in 1992-1995. After graduating from SMP Negeri 2 Metro, she continued his study in MA Muhammadiyah Metro for three years (1995-1998). Then, STAIN Jurai Siwo Metro has become his next direction to go on his study from 2000-2003 to takes Diploma 3. Nevertheless, she never give up to continue his study to takes Strata 1 in English Education Study Program since the academic year of 2008-2013 up to now.